

NECAP Test Coordinators' Workshop



Measured Progress and
Vermont Department of Education
Standards and Assessments Division

Dates: September 7, 8, 13 and 14, 2005

The purpose of this workshop is to...

- provide test coordinators and test administrators with an overview of NECAP testing policies, procedures and guidelines;
- emphasize quality control procedures for unpacking, distributing, administering and returning testing materials;
- emphasize policies and procedures related to test security and standard administration;
- outline special procedures for out-of-level testing;
- provide an opportunity for questions and clarification.



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Important Dates

September 12-16: Test Materials shipped to schools

September 26: Student ID Labels shipped to schools

October 3 - 25: Test Administration Window

October 26: UPS pickup test materials for return to Measured Progress (materials must be ready by 8 AM)

The New England Common Assessment Program (NECAP) (page 3)

Background

- Collaboration among New Hampshire, Rhode Island, and Vermont to create a common assessment program.
- Allows states to combine experience, increase capacity, and share costs.

Structure and Format of the Test

- Testing in reading and mathematics at grades 3 through 8, and writing at grades 5 and 8.
- All items were developed from the Grade Level Expectations.
- All Grades Level Expectations designated for state assessment are assessed.
- NECAP tests include the following item types:
 - multiple-choice,
 - short answer,
 - constructed-response,
 - extended response writing prompts.



Distribution of Emphasis for Reading

Reading Content Clusters	Distribution of Emphasis					
	2 (3)*	3 (4)	4 (5)	5 (6)	6 (7)	7 (8)
Word Identification	20%	15%	-	-	-	-
Vocabulary	20%	20%	20%	20%	20%	20%
Initial Understanding <i>Literary Text</i>	20%	20%	20%	20%	15%	15%
Initial Understanding <i>Informational Text</i>	20%	20%	20%	20%	20%	20%
Analysis and Interpretation <i>Literary Text</i>	10%	15%	20%	20%	25%	25%
Analysis and Interpretation <i>Informational Text</i>	10%	10%	20%	20%	20%	20%
TOTALS	100%	100%	100%	100%	100%	100%

* 2 (3) indicates end of grade 2 GLEs are tested at the beginning of grade 3



Distribution of Emphasis for Writing

Writing Content Clusters	Distribution of Emphasis					
	2 (3)*	3(4)	4(5)	5(6)	6(7)	7(8)
Structures of Language			Less emphasis			Less emphasis
Response to Text			Greater emphasis			Greater emphasis
Narrative			Greater emphasis			Less emphasis
Informational Writing			Greater emphasis (reports)			Greater emphasis (reports or persuasive)
Conventions			Less emphasis			Less emphasis

* 2 (3) indicates end of grade 2 GLEs are tested at the beginning of grade 3

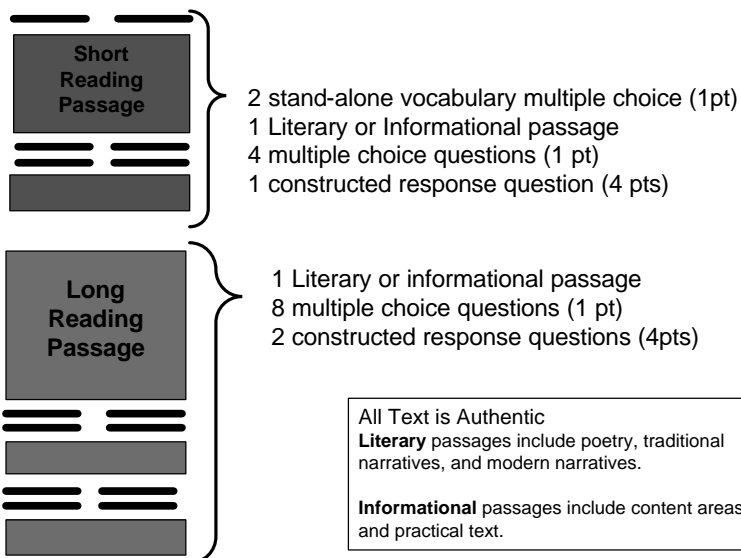


Distribution of Emphasis for Mathematics

Mathematics Content Strands	Distribution of Emphasis					
	2 (3)*	3(4)	4(5)	5(6)	6(7)	7(8)
Number and Operations	55%	50%	50%	45%	30%	20%
Geometry and Measurement	15%	20%	20%	25%	25%	25%
Algebra and Functions	15%	15%	15%	15%	30%	40%
Data, Statistics, & Probability	15%	15%	15%	15%	15%	15%
Total	100%	100%	100%	100%	100%	100%

* 2 (3) indicates end of grade 2 GLEs are tested at the beginning of grade 3

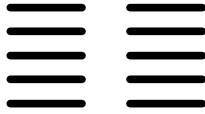
Reading Test Design: Same design for each of the three 45-minute sessions (over two or three days). All GLEs designated for state assessment are measured, and most are measured by more than one item type and at several Depth of Knowledge levels.



Writing Test Design: Two 45-minute sessions at grades 5 and 8. All GLEs designated for state assessment are measured, and most are measured by more than one item type and at several Depth of Knowledge levels.

Session I

10 Multiple Choice (1 pt):
Conventions & Structures



Constructed Response (4 pts)
1st of 3 not in Session II

Constructed Response (4 pts)
2nd of 3 not in Session II

Constructed Response (4 pts)
3rd of 3 not in Session II

Session II

May have response to text stimulus

Prompt

Scored Planning Box (3 pts) - may
be used to plan or to check writing

Extended Response (6 pts):

5th Grade
response to literary text OR
response to informational text OR
report OR narrative

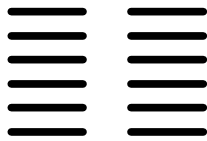
8th Grade
response to literary text OR
response to informational text OR
report OR persuasive

Math Test Design (Grades 3 & 4): Three 45-minute test sessions. All GLEs designated for state assessment are measured, and most are measured by more than one item type and at several Depth of Knowledge levels.

Session I

No Calculator or tools

12 multiple choice
(1 point each)



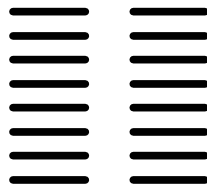
5 Short Answer
(1 point each)

6 Short Answer
(2 points each)

Session II

Calculator and tools permitted

16 multiple choice
(1 point each)



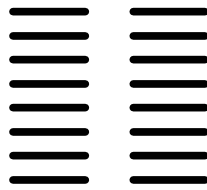
4 Short Answer
(1 point each)

4 Short Answer
(2 points each)

Session II

Calculator and tools permitted

16 multiple choice
(1 point each)



4 Short Answer
(1 point each)

3 Short Answer
(2 points each)

Math Test Design (Grades 5 - 8): Three 45-minute test sessions. All GLEs designated for state assessment are measured, and most are measured by more than one item type and at several Depth of Knowledge levels.

Session I

No Calculator or tools

13 multiple choice (1 point each)	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3 Short Answer (1 point each)

3 Short Answer (2 points each)

2 Constructed Response (4 points each)

Session II

Calculator and tools permitted

14 multiple choice (1 point each)	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3 Short Answer (1 point each)

3 Short Answer (2 points each)

2 Constructed Response (4 points each)

Session III

Calculator and tools permitted

14 multiple choice (1 point each)	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3 Short Answer (1 point each)

3 Short Answer (2 points each)

2 Constructed Response (4 points each)

Who should participate in assessment?

- All students enrolled in the school as of October 1, 2005 should participate in NECAP testing.
 - Most students will participate in on-level NECAP assessment.
 - Some students will participate in an Alternate Assessment (Life Skills Portfolio for 2004-05 School Year, Out-of-Level NECAP, or Modified Assessment).
- The only students who would not participate are...
 - those who are new to the U.S. after October 1, 2004 and are English Language Learners (LEP/ELL) (these students **DO NOT** have to take the Reading and Writing tests but **MUST** take the Math test);
 - those who qualify for state-approved special considerations.

State Approved Special Considerations:

Students can be excused from assessment for:

- Medical Reasons
- Family Emergency
- Personal Crisis
- Court Order, excused by judge

Note: Must be significant and longer term circumstances that prevent full assessment even with makeup sessions

It is NOT necessary to contact the VT DOE prior to assessment for approval of Special Considerations. Schools SHOULD take the following actions:

- Document the reason(s) why the student did not participate in the assessment. Keep the documentation on file.
- Complete and return the Participation Verification Report that will be sent to you by the VT DOE.

Checklists for Principals/Test Coordinators (page ii)

- ✓ Before Testing
- ✓ During Testing
- ✓ After Testing

Test Coordinator's Responsibilities (page 4)

Primary responsibilities:

- serve as the school's contact person with Measured Progress
- determine testing schedule
- coordinate all test-related activities
- prepare test administrators, including persons who will be administering the test to students with special needs, to administer NECAP according to directions in the *Test Administrator Manual*
- ensure that arrangements have been made for testing students who are placed out of the school or regular classroom
- oversee the inventory, distribution, collection, and return of all test materials
- ensure test security and compliance with test administration procedures

Test Security (page 5)

- Test Security relies on the professional integrity of everyone in our schools across all three NECAP states. No student should be advantaged or disadvantaged based on how or where the test is administered.
- All test items and responses to those items in the NECAP are SECURE and may not be copied or duplicated in any way or kept by the school after testing is completed.
- Using secure test material to prepare students in any way for this test administration is a violation of test security and testing procedure.

Breaches in Test Security

- Any concern about breaches in test security must be reported immediately to the test coordinator/principal.
- The test coordinator/principal is responsible for reporting the concern immediately to Michael Hock (828-3115), Director of Assessment at the Vermont Department of Education. The district superintendent should also be informed.

BEFORE TESTING

Preparation for Test Administration (pages 6 -14)

Manuals (page 6)

- Read the *Principal/Test Coordinator* and *Test Administrator Manuals*.

Student Participation and Accommodations (pgs. 6-7)

- The *Accommodations and Procedures: Administrators Training Guide* covers these topics:
 - Who should be tested
 - Determining how students will participate using accommodations
 - Documenting and bubbling in accommodation codes

Accommodations

Who is eligible for testing accommodations?

ALL students

Accommodations

- Accommodations *do not change* what we expect students to know and be able to do. Accommodated administrations assess proficiency on the same GLEs as standard administrations.
- Test accommodations are based on individual student needs and classroom assessment practice. They are not for the use of an entire classroom or category of students.
- They should not give students unfair advantage. They are meant to remove barriers that may exist due to a student's learning style or disability.

Appendix 5 Table of Standard Accommodations (Page A-6)

Appendix 5: Table of Standard Test Accommodations

Any accommodation(s) utilized for the assessment of individual students shall be the result of a formal or informal team decision made at the local level. Accommodations are available to all students on the basis of individual need, regardless of disability status.

A. Alternative Settings A-1 Administer the test individually in a separate location A-2 Administer the test to a small group in a separate location A-3 Administer the test in locations with minimal distractions (e.g., study carrel or different room from rest of class) A-4 Preferential seating (e.g., front of room) A-5 Provide special acoustics A-6 Provide special lighting or furniture A-7 Administer the test with special education personnel A-8 Administer the test with other school personnel known to the student A-9 Administer the test with school personnel at a non-school setting	D. Response Formats D-1 Student writes using word processor, typewriter, or computer ¹ (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.) D-2 Student hand writes responses on separate paper. (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.) D-3 Student writes using Braille. (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.) D-4 Student indicates response to multiple-choice items. (School personnel records student responses into the Student Answer Booklet.) D-5 Student dictates constructed responses (Reading and Mathematics only) to school personnel. (School personnel transcribes student responses exactly as dictated, into the Student Answer Booklet.) D-6 Student dictates constructed responses (Reading and Mathematics only) using assistive technology. (School personnel transcribes student responses exactly as written, into the Student Answer Booklet.)
B. Scheduling and Timing B-1 Administer the test at the time of day that takes into account the student's medical needs or learning style B-2 Allow short, supervised breaks during testing B-3 Allow extended time, beyond what is recommended, until in the administrator's judgment, the student can no longer sustain the activity	If an accommodation that is not listed above is needed for a student, please contact the state personnel for accommodations to discuss it.
C. Presentation Formats C-1 Braille C-2 Large-print version C-3 Sign directions to student C-4 Read test aloud to student (Mathematics and Session 1 Writing only) C-5 Student reads test aloud to self C-6 Translate directions into other language C-7 Underline key information in directions C-8 Visual magnification devices C-9 Reduction of visual print by blocking or other techniques C-10 Axiatale shield C-11 Auditory amplification device or noise buffers C-12 Word-to-word translation dictionary, non-electronic with no definitions (For ELL students in Mathematics and Writing only) C-13 Abacus use for student with severe visual impairment or blindness (Mathematics - Any Session)	E. Other Accommodations ² E-1 Accommodations team requested other accommodation not on list and DOE approved as comparable E-2 Scribing the Writing Test (only for students requiring special consideration) F. Modifications ⁴ F-1 Using a calculator and/or manipulatives on Session 1 of the Mathematics Test F-2 Reading the Reading Test F-3 Other

¹ Reading the Reading Test to the student invalidates all reading sessions.
² Soft and grammar checks must be turned off. This accommodation is intended for unique individual needs, not an entire class.
³ Test coordinators must obtain approval for the accommodation from the Department of Education prior to test administration.
⁴ All affected sessions using these modifications are counted as incorrect.

Accommodations

A school NEEDS to:

- become acquainted with the NECAP Table of Standard Accommodations, as well as the procedures and recommendations for providing assessment accommodations;
- include, as appropriate, all of a student's classroom teachers, parents, and the student in the planning process;
- document decisions in the appropriate document (IEP, 504 Plan, EST Plan, etc.);
- plan ahead to ensure that all the the resources needed to provide accommodations are organized and ready for the student(s);
- if accommodations include test administration in a different setting by someone other than the regular test administrator, make sure that anyone administering the test is trained on standard administration procedures, and understand policies related to test security.

Accommodations

- **Expanded information and guidance** on planning, choosing, and using accommodations is available on the NECAP Page of the VT DOE website in a printable manual called: *NECAP Accommodations, Guidelines, and Procedures: Administrator Training Guide*. A CD that includes this manual (as well as NECAP Practice Tests) was also mailed to all principals in May.
- For requests to use of Other Accommodations (E1 and E2) contact Cindy Moran (828-0646) or Greg Wylde (828-1338).

Due Date: absolutely no later than October 3, 2005.

Scheduling Test Sessions (pages 7-10)

- NECAP test sessions are designed to be completed in approximately 45 minutes.
 - If working productively, students may be allowed up to 45 additional minutes at the discretion of the test administrator.
 - Students who are likely to need more than 90 minutes should have an extended time accommodation in place prior to testing.
 - Schedule up to 90 minutes of uninterrupted time for administering each session.
- All testing, including accommodated sessions and make-up sessions, must occur between October 3rd and 25th.
- Test sessions must be scheduled and given in the order presented in the student's test booklet. Reordering the test sessions, even as an accommodation, is not permitted.
- All grade level classrooms in the school must follow the same testing schedule. To the extent possible, districts should coordinate testing in order to avoid possible breaches in test security. Schools do not need to report their testing schedule to the VT DOE.

Testing Schedule - Grades 3 & 4

3 Reading Sessions

- 14 multiple choice & 3 constructed-response questions per session

3 Mathematics Sessions

- Multiple choice and short answer questions in each session (approximately 23 questions per session)

Student Questionnaire (Optional)

- 26 multiple choice questions

Testing Schedule - Grades 5 & 8

3 Reading Sessions

- 14 multiple-choice and three constructed-response questions per session

3 Mathematics Sessions

- Multiple-choice, short answer, and constructed-response questions in each session. (approximately 22 questions per session)

2 Writing Sessions

- Session 1: ten multiple-choice and three writing prompts
- Session 2: three short answer and one extended writing prompt

Student Questionnaire (Optional)

- 26 multiple-choice questions

Testing Schedule - Grades 6 & 7

3 Reading Sessions

- 14 multiple-choice and three constructed-response questions per session

3 Mathematics Sessions

- Multiple-choice, short answer, and constructed-response questions in each session (approximately 22 questions per session)

Student Questionnaire (Optional)

- 26 multiple-choice questions

“For Teacher Use Only” field (page 11)

- For teachers to classify their students’ **classroom performance** into one of four achievement levels
- Front cover of Student Answer Booklet

For Teacher Use Only				
	1	2	3	4
Reading	⊕	⊕	⊕	⊕
Mathematics	⊕	⊕	⊕	⊕
Writing	⊕	⊕	⊕	⊕

- This information must be completed **after testing**
- Additional information and instructions for completing this field will be shipped with test materials

More on the “For Teacher Use Only” field

- Will be used as part of the standards-setting process (determining the specific test scores that will correspond to each of four proficiency levels).
- Teachers will be asked to assign each student to one of four proficiency levels based on their observations of students’ CURRENT CLASSROOM PERFORMANCE.
- Teachers ARE NOT being asked to predict the students’ NECAP score.
- The proficiency levels are based on how well the student has mastered the prerequisite GLEs that are needed to succeed during the current school year (Did students learn last year what they need to know to be successful this year? How “ready” is each student?).

More on the “For Teacher Use Only” field

NECAP Achievement Level General Descriptions	
Achievement Level	Description
Level 1:	<p>Students performing at <i>Level 1</i> demonstrate extensive and significant gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level.</p> <p>Additional instructional support is necessary for these students to meet grade level expectations.</p>
Level 2:	<p>Students performing at <i>Level 2</i> demonstrate gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level.</p> <p>Additional instructional support may be necessary for these students to meet grade level expectations.</p>
Level 3:	<p>Students performing at <i>Level 3</i> demonstrate minor gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level.</p> <p>It is likely that any gaps in prerequisite knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction.</p>
Level 4:	<p>Students performing at <i>Level 4</i> demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with the GLE at the current grade level.</p> <p>Errors made by these students are few and minor and do not reflect gaps in prerequisite knowledge and skills.</p>

Student ID Labels (page 11)

- Student Labels will be shipped to schools on September 26 in a separate mailing. Labels will not be included in the boxes of testing materials that are being shipped on September 12.
- Grades 3 & 4 will receive one label per student (because students put their answers in the test booklet).
- Grades 5 through 8 will receive two labels per student (because students put their answers in a separate student answer booklet).

Preparing Student Test and Answer Booklets for Testing (page 12)

- Grades 3 and 4 will receive one integrated booklet (test and answers spaces combined in one booklet).
- Grades 6 and 7 will receive one test booklet and one answer booklet.
- Grades 5 and 8 will receive two test booklets and one answer booklet. There are separate Writing Test Booklets and there are no labels needed for these booklets.
- Booklets will be shrink-wrapped in packs.
- Do not re-sequence test booklets or answer documents.
- The unique serial numbers on test booklets and answer booklets will not match, and therefore cannot be used to put out of sequence test and answer booklets back into the correct sequence.
- Out of sequence test and answer booklets can be put back in the correct order by matching form numbers on the test booklet with the form number lower right corner of the Student Answer Booklet.

Preparing Student Test and Answer Booklets for Testing (page 12)

Grades 3 and 4

- For enrolled students WITH a label, affix the label to the front cover of the Student Answer Booklet.
- For enrolled students WITHOUT a label, write and bubble student name and birth date on the front cover of the Student Answer Booklet. The student ID number is not needed.

Grades 5 through 8

- For enrolled students WITH a label, affix labels to the front cover of Student Test Book AND Student Answer Booklets.
- For enrolled students WITHOUT a label, write the student and school name on cover of Student Test Booklet. Also write and bubble the student name and birth date on the front cover of THE Student Answer Booklet. The student ID number is not needed.

The information below must be completed for any student without a preprinted student identification label.

NOT REQUIRED

STUDENT NAME		
LAST NAME	FIRST NAME	MI
A	A	A
B	B	B
C	C	C
D	D	D
E	E	E
F	F	F
G	G	G
H	H	H
I	I	I
J	J	J
K	K	K
L	L	L
M	M	M
N	N	N
O	O	O
P	P	P
Q	Q	Q
R	R	R
S	S	S
T	T	T
U	U	U
V	V	V
W	W	W
X	X	X
Y	Y	Y
Z	Z	Z

Enrolled Student
WITH a label

NOT REQUIRED

STATE ASSIGNED STUDENT ID	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

NOT REQUIRED

BIRTH DATE		
Month	Day	Year
JAN	0	0
FEB	0	0
MAR	0	0
APR	0	0
MAY	0	0
JUN	0	0
JUL	0	0
AUG	0	0
SEP	0	0
OCT	0	0
NOV	0	0
DEC	0	0

REQUIRED

AFFIX STUDENT ID LABEL HERE

For Students Enrolled as of 10/01/05

Information below must be completed for any student without a preprinted student identification label

REQUIRED

STUDENT NAME	
LAST NAME	FIRST NAME
A	A
B	B
C	C
D	D
E	E
F	F
G	G
H	H
I	I
J	J
K	K
L	L
M	M
N	N
O	O
P	P
Q	Q
R	R
S	S
T	T
U	U
V	V
W	W
X	X
Y	Y
Z	Z

Enrolled Student WITHOUT a Label

STATE ASSIGNED STUDENT ID	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

NOT REQUIRED

BIRTH DATE		
Month	Day	Year
JAN	0	0
FEB	0	0
MAR	0	0
APR	0	0
MAY	0	0
JUN	0	0
JUL	0	0
AUG	0	0
SEP	0	0
OCT	0	0
NOV	0	0
DEC	0	0

REQUIRED

AFFIX STUDENT ID LABEL HERE

VariableBarcode

For Students Enrolled as of 10/01/05

Prior to Test Administration (pages 13-14)

Designate Enough Test Administrators to...

- administer test sessions simultaneously at a grade level;
- supervise students who need accommodations in accordance with the *Accommodations Training Guide*;
- supervise make-up sessions.

Preparing Test Administrators

- Set up meeting with test administrators to review test schedule, test administration procedures and test security.
- Prepare test booklets and ancillary materials.

Preparing Test Administrators (pages 13-14)

- Explain “For Teachers Use Only” field to teachers.
- Discuss additional materials needed:
 - Calculators (optional),
 - Scratch paper and/or Post Its,
 - Multiplication tables and 100s chart (sessions 2 & 3 of math test only and only for grades 3 and 4) (Optional).
- Explain security procedures.
- Explain guidelines for classroom environment.
- Explain Mathematics toolkits for grades 3 and 4.

Test Materials (pages 14-17)

Inventory Test Materials (page 14)

- Packing Order of NECAP Materials
- Quantities of Student Test Booklets and Answer Booklets
- Quantities of Other Test Materials
- Ordering Additional Materials
- Storing and Access to Test Materials
- Equipment and Materials *Permitted* During Test Administration
- Equipment and Materials *Prohibited* During Test Administration
- Ancillary Test Materials

DURING TESTING

Test Administration (page 19)

Distributing Test Materials

- When test materials are not being used, ensure that they are kept in a locked storage area.

Monitoring Test Administration

- Test administrators may not comment on students' work. Test administrators may not help students in any way except during the General Instructions, Student Questionnaire, or as specified in the *Test Administrator Manual*.

AFTER TESTING

Preparation of Test Materials for Return

(pgs 20-23)

Collect Materials After Testing using the list on page 20 of the *Principal/Test Coordinator Manual*.

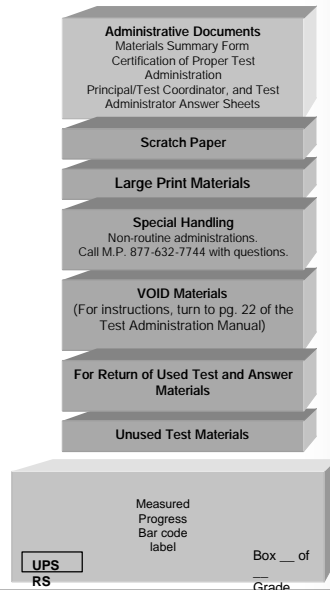
Verify the completion of student information on Student Answer Booklets at all grades for students WITH and WITHOUT Student ID Labels.

Verify that all computer-generated student answers, large print and Braille answers have been transcribed into a Student Answer Booklet.

Verify that any accommodations used have been coded on the back of the student's answer booklet.

NECAP Test Materials Packing List

All cartons must be ready by 8am on Wednesday, October 26th, 2005
for pickup by UPS. This is the **only** scheduled pickup date.
Pack materials according to the diagram below. Put only one grade in
a carton.



DO NOT return the following to Measured Progress:

- Packing Slip *Secure Materials*
- Math tool kits and envelopes
- Math reference sheets
- Rulers and protractors
- Principals'/Test Coordinators' Administration Manuals
- Principal, Test Administrator, or Student Questionnaires (Questionnaire answer sheets ARE returned)
- Stanford Diagnostic Tests (See Out of Level Testing)

Special Procedures for Out-of-Level Testing (OLT)

Ordering OLTs -

- Use overage from other grade levels (you'll receive 10%).
- If overage is insufficient, or if the school doesn't include the grade level(s) needed, order additional tests from Measured Progress Service Center (1-877-632-7774). They can ship overnight if you place order by 3:00 pm.
- OLTs for grades not served by the school will be provided only for students who have an approved Documentation of Eligibility form on file at the VT DOE. Measured Progress will refer unconfirmed orders to the VT DOE for a determination.
- Use the above procedures for new students who arrive with OLT listed in an IEP or other individual plan.
- Contact VT DOE to get approval for new students who don't arrive with OLT in plan but who seem to need one. Call:
Cindy Moran - 828-0646 or
Greg Wylde - 828-1338
- Don't move student to another level without DOE approval.
- DO NOT exchange tests with other schools, including schools in your district.

Special Procedures for Out-of-Level Testing (OLT)

Using Labels and Completing Demographic Information -

- If a student does one content area ON-LEVEL and another content area OFF-LEVEL, put the label on the ON-LEVEL Student Answer Booklet. Enter and bubble the student's name and birth date on the OFF-LEVEL Student Answer Booklet. DO NOT enter the student ID number.
- Complete all the other required sections on page 2, particularly the student's gender. It is not necessary to complete the "Reason Why Part of the Test Booklet is Blank" section on page 2 of the Student Answer Booklet.
- If a student takes all content areas off level, discard the student label. Enter and bubble the student's name and birth date on the OFF-LEVEL Student Answer Booklet(s). Student ID number is not needed.
- If a student is taking one of the Stanford Diagnostic Tests, discard the NECAP student label. Complete the demographic information on the Stanford Test Booklets, except Grade Level.

Special Procedures for Out-of-Level Testing (OLT)

Packing and Returning OLTs to Measured Progress -

- Pack and return OLTs with other tests from the same TEST GRADE LEVEL, not the student's actual grade.
- If your school doesn't include all the grades covered by student's OLTs, use the "Special Handling" envelope for the missing grades. Attach a note to the test indicating that it is an OLT.
- DO NOT send Stanford Diagnostic Tests (the pre-grade 2 OLT) to Measured Progress. Stanfords should be returned to Harcourt Educational Measurement in the mailers that came with the test.

Special Procedures for Out-of-Level Testing (OLT)

Including OLTs on the Principal Certification Form -

- The On-line Principal Certification Form will include a separate page for each grade level that was tested in the school.
- You will be asked to enter enrollment data and the number of tests that were shipped to the school, including additional tests ordered from the Measure Progress Service Center, the number of valid tests, and the number of unused tests. In the note box that follows, please indicate the number of tests that were OLTs (e.g., "This includes 3 OLTs").
- If your school doesn't include all the grades covered by student's OLTs, in the note box on the form for the LOWEST grade that was tested, indicate that OLTs for lower grade levels are also being returned (e.g., "I'm also returning 4 OLTs for lower grade levels – One 4th grade and two 3rd grade").

NECAP Resource Materials Available on the VT DOE Website

➤ **Student Support and Testing Materials**

- NECAP Practice Tests and supporting materials (A CD that includes all practice tests and support materials was mailed to principals)
- Tips for Students
- Math Reference Sheets
- NECAP Multiplication Table and NECAP Hundreds Chart

➤ **Test Manuals**

- Accommodations, Guidelines, and Procedures: Administrator Training Guide
- NECAP Test Coordinators Manual
- NECAP Test Administrators Manual

➤ **Reference Materials**

- Assessment Update Memos
- NSRE/NECAP Comparison
- Sample Parent Letter

GLE Support



New England Compact

Maine • New Hampshire • Rhode Island • Vermont

Teacher Support Materials for Grade Level Expectations can be found on the New England Compact website:

<http://www.necomact.org/>

Questions and Answers

